

EASTERN MICHIGAN UNIVERSITY
DIVISION OF ACADEMIC AFFAIRS

October 6, 2006

**REQUEST FOR INCLUSION OF A COURSE IN THE
GENERAL EDUCATION PROGRAM:
EDUCATION FOR PARTICIPATION IN THE GLOBAL COMMUNITY**

DEPARTMENT/SCHOOL: GEOGRAPHY AND GEOLOGY COLLEGE: ARTS AND SCIENCES

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1. Subject Code, Number, And Title: **GEOG 110 – WORLD REGIONS**

2. Credit Hours *three*

3. Course Description:

Geographic evaluation of the human imprint on the world, focusing on how peoples of various societies have approached the problems of living in their natural environments and with each other. A requirement for both the major and minor in geography.

4. This course is (check one):

an existing course with no revisions (need not go through the input system)

an existing course with revisions (attach this form to Request for Course Revision form)

a new course (attach this form to Request for New Course form)

5. Check the General Education requirement this course is intended to meet. If the course is to be proposed for more than one requirement, submit a separate form for each one.

Effective Communication

Quantitative Reasoning (*QR designation*)

Writing Intensive (*WI designation*)

Perspectives on a Diverse World

Global Awareness

U.S. Diversity

Knowledge of the Disciplines

Arts

Humanities

Science

Social Science

Learning Beyond the Classroom (*LBC designation*)

6. **Rationale.** Provide a concise, clear, jargon-free explanation of why this is a General Education course and how it fits into this specific requirement. This rationale should appear on the general course syllabus provided here and should be included in specific course syllabi given to students.

GEOG 110 World Regions is designed to increase global awareness by systematically examining major world geographic regions and key places therein -- including absolute and relative locations*, physical and human characteristics, and interrelationships within the global community. The course:

- 1) explores how culture and experience influence people's perceptions and regions,
- 2) encourages awareness and tolerance of other regional cultural realities,
- 3) explores global patterns and networks of economic, political, and cultural interdependence,
- 4) illustrates how cooperation and conflict among people influence the division and control of Earth's surface, and
- 5) illustrates balanced regional and global decision-making toward overall human development.

The course emphasizes that virtually all geographic areas of the globe are increasingly interrelated in their effects upon one another. It emphasizes that to be a tolerant global citizen, one must be aware of the weak as well as the strong points of one's own cultural, political and economic realities in the context of global diversity.

This course is intended as the first step in the development of lifelong geographic literacy as a requisite for global awareness. GEOG 110 fulfills the Global Awareness requirement of the General Education Program.

(*) see Appendix A of GEOG 110 syllabus for required global place locations.

7. Clearly and concisely explain how this course meets each of the General Education outcomes for the requirement checked in number five (all outcomes should be addressed). To do this, (A) list the General Education outcomes for the requirement and explain how the course meets each outcome; and (B) explain, in general terms, the method(s) of evaluation to be used in the course and how these methods assess the degree to which students have met the General Education outcomes for this requirement.

8.

NOTE: This large section course (60 students per section) is taught by a variety of instructors. Individual course instructors tailor their own questions for the Global Context Discussions and for the three to five exams. The specifics of the student oral presentation and the brief written assignments also vary by instructor.

1a. Outcome: Explore specific global issues influencing diverse nations and/or cultures, along with their interrelations within the global community.

In GEOG 110, students build an internal spatial view of the globe and its key locations, and trace the geospatial cultural diffusion and interrelationships of major global issues from location of origin to location of effect.

For example, by way of a Global Context Discussion in Unit 2 they learn that the scourge of modern terrorism began in Northern Ireland four decades ago. It then morphed, changed issues, fed on policy blunders, poverty and powerlessness in the Middle East, and has now diffused to support freedom-threatening political and cultural agendas in many parts of the world.

As another example, by way of a Global Context Discussion in Unit 8 students learn from an historical geographic standpoint that it was American engineers who discovered the huge oil reserves in Arabia for the Saudi family in the 1930s. Now, from a political geographic viewpoint, the oil-based wealth of the

Saudi royal family enables them to control not only their own country, but also to a great degree the global political arena.

1b. Methods of Evaluation:

Each unit's lecture material and place locations are amplified by topic-specific Global Context Discussions facilitated by the instructor. The instructor draws upon international and interdisciplinary sources to provide background material for each discussion. The discussion begins with a provocative and/or challenging *question* from the instructor. Students are then encouraged to express their personal and professional views, and to defend those views through reasoned discourse. A Global Context Discussion summary statement is then produced by the instructor for the class. Students are tested for their understanding of the summary statement, and for their grasp of the related lecture material and place locations.

For example, a summary statement for the terrorism discussion (above) might be: "Spatial diffusion is the movement of an idea, process, or thing through geographic space." Exam questions could contrastingly assess students' knowledge of the locations of origin and specific routes and speed of spatial diffusion of an idea deemed negative (e.g. terrorism) to the locations of origin and specific routes and speed of spatial diffusion of a process deemed positive (e.g. medical technology).

2a. Outcome: Explore their own culture and cultural practices and how these relate to the cultures and cultural practices of others in the global community.

In GEOG 110, the realization that all human beings are more alike than they are different is an essential cultural geographic starting point. Students are guided to first analyze the needs, desires, and characteristics that all human beings have in common, and are only then given a functional definition of culture as "the shared reality of a group" (Global Context Discussion, Unit 1).

Working with this functional definition of culture, students are then guided (Global Context Discussion, Unit 4) to analyze the foundational elements of the American cultural reality. They recount the multi-cultural and spatial origins of the modern American reality, note the gradual evolution of the American cultural reality, and are then asked which sub-cultural realities they move into and out of virtually every day. Further, students are continuously exposed in the course to a comparison/contrast of the American cultural reality with the differing cultural realities found in other geographical realms. The American cultural emphases on competitiveness, extroversion, individualism, and materialism are frequently contrasted in course lectures with communal, introverted, homogeneous, and less-materially-driven cultures globally.

2b. Methods of Evaluation:

To encourage students to develop an ongoing interest in the diversity of cultural realities around the globe, and to encourage students to examine these cultural perspectives in contrast to their own, two brief written assignments are required. The assignments are based on news as reported on international websites such as:

- <http://news.bbc.co.uk> (British),
- <http://english.aljazeera.net/HomePage> (Arab world),
- <http://www.ndtv.com/morenews/international.asp> (India), and
- <http://www.chinadaily.com.cn/world> (China).

For example, in the first written assignment, students search the designated websites to find an article expressing a cultural perspective with which they strongly disagree. They need to clearly state and analyze their disagreement in writing, indicting how and to what degree they feel that cultural perspectives are at the root of their disagreement. (The BBC article "The God Delusion" is a good illustration. It reports on a recent book of the same title by

Richard Dawkins, stating that Dawkins “sets out to attack God in all his forms”. Excerpts from the book are provided in the BBC article.)

For example, in the second written assignment, students search the designated websites to find an article outlining a cultural perspective from which they learn something totally new, and potentially useful, if applied in their own lives. They need to clearly and specifically state what they learned from that other cultural perspective, and precisely how this insight might be used in their life. (The Aljazeera article “When assumption trumps objectivity” by Habib Battah is a good illustration. It argues convincingly from the Lebanese perspective that American news broadcasting was blatantly non-objective and pro-Israeli in its reporting of the recent Israeli-Hezbollah conflict.)

3a. Outcome: Explore the social and historical dynamics that create and influence nations, governments, global alliances, and global conflicts.

In GEOG 110, students learn that the political geographic system called “democracy”, as developed by the ancient Greeks is a very messy process. Further, they learn that democracy is not ensured merely by the right to vote, as evidenced in Iraq and Palestine (Global Context Discussion, Unit 8), and that it may not be the most effective form of government for every situation.

They learn that the rapid development and emergence of China has taken place under a totalitarian government (Global Context Discussion in Unit 10), and that the Chinese culture, which evolved in a vastly different geo-spatial context, may never desire nor accept the same type of representative democracy we have in the United States.

As well, students learn to differentiate between the political geographic terms of “nation” and “state”, as illustrated by the stateless nations of the “Chinese” Tibetans, the “Israeli” Palestinians and the “Iraqi” Kurds (Global Context Discussion, Unit 8). They learn that the antithetical forces of supranationalism (e.g. the European Union) and devolution (e.g. the breakup of Yugoslavia) often occur concurrently in the same world realm.

They learn that social geographic forces have often been intertwined spatially and historically, and even antithetically. For example, they discover to their consternation (Global Context Discussion in Unit 2), that the development of democratic ideals in ancient Greece was underpinned by slavery. Socrates and his contemporaries were brilliant and privileged citizens, afforded time to think and create because legions of slaves, captured from other territories, supported the privileged, elite thinkers. They learn that the words “slavery” and “Slav” come from the same root, because many slaves for the early Mediterranean civilizations were captured in Slavic lands.

3b. Methods of Evaluation:

Each unit’s lecture material and place locations are amplified by topic-specific Global Context Discussions facilitated by the instructor. The instructor draws upon international and interdisciplinary sources to provide background material for each discussion. The discussion begins with a provocative and/or challenging *question* from the instructor. Students are then encouraged to express their personal and professional views, and to defend those views through reasoned discourse. A Global Context Discussion summary statement is then produced by the instructor for the class. Students are tested for their understanding of the summary statement, and for their grasp of the related lecture material and place locations.

For example, a summary statement for the emergence of China discussion (above) might be: “Centuries of unique and continuous social, cultural, political, and economic development create unique geographic inertia and influence.” Exam questions could assess students’ knowledge of the geographic location of the ancestral Chinese culture hearth, core aspects of the Confucian Ethic and the Chinese respect for authority, the routes of Han Chinese migration and thereby cultural diffusion, the social and cultural underpinnings of current

Chinese alliances and geographic influences on the global stage, China's coming emergence as a global superpower, and potential areas of worldview conflict and cooperation between China and the United States.

4a. Outcome: Explore the causes and consequences of social, cultural, and racial intolerance in the world.

In GEOG 110, students are exposed to the powerful relationship between fear and intolerance. They learn that unfortunately such fear has been a behavioral geographic tendency since the dawn of time. They learn that culturally perpetuated intolerance (often expressed as "fear of the different" and/or "fear of change") frequently occurred among early tribal peoples, each defending their geographic home range, and often resulting in inter-tribal warfare. They learn that modern humans are the inheritors of this primal tendency of territoriality and cultural superiority, as they observe contemporary examples of intolerance around the globe.

They realize that the African slave trade of twelve million human beings, judged as "inferior" by the European powers of the time, begot the rapid and active colonization of Africa to extract its non-human economic resources. Students learn that throughout this dehumanizing colonial process, traditional rivalries between the territories and cultures of African ethnic groups were ignored, stifled, or exploited. When the colonial powers left rapidly, with little thought to post-colonial governance, old traditional rivalries often erupted, exacerbated by a more modern technology of war. They are exposed to one of the catastrophic results of this dehumanization in the form of the massacre of 500,000 people in the Rwandan Hutu-Tutsi conflicts of the 1990's (Global Context Discussion, Unit 7).

Students further learn that the yet unattained cultural tolerance and gender equality we are striving for in the United States is non-existent in many parts of the world, as exemplified by the inferior status of women and the culturally condoned honor killings of women in **tribalistic** areas of Pakistan and northern Nigeria, and as exemplified by the **tribally-based** strict behavior codes for women in Saudi Arabia (Global Context Discussion in Unit 9).

As well, students are cautioned that the climate of fear pervading the U.S. since 9/11 has set the stage in contemporary America for this primal behavioral geographic tendency to emerge – in the form of ethnic and religious fear/intolerance, most notably directed toward Arabs and Muslims (Global Context Discussion, Unit 4).

4b. Methods of Evaluation:

Each unit's lecture material and place locations are amplified by topic-specific Global Context Discussions facilitated by the instructor. The instructor draws upon international and interdisciplinary sources to provide background material for each discussion. The discussion begins with a provocative and/or challenging *question* from the instructor. Students are then encouraged to express their personal and professional views, and to defend those views through reasoned discourse. A Global Context Discussion summary statement is then produced by the instructor for the class. Students are tested for their understanding of the summary statement, and for their grasp of the related lecture material and place locations.

For example, a summary statement for the tribalistic cultural intolerance discussion (above) might be: "Tribalism is a form of geographic home range defense which can translate into cultural intolerance. It is expressed diversely around the world -- including still in the United States." Exam questions could assess students' knowledge of the original geographic function of tribalism, global locations where tribalistic cultural intolerance is overtly practiced in modern times, as well as insidious "hidden" expressions of primordial tribalistic intolerance in the economically developed world -- including the United States.

5a. Outcome: Analyze and synthesize information from diverse sources to make informed decisions regarding global issues.

In GEOG 110, the instructor explains that by design only half of each week's lecture material is drawn from the text. He/she announces that the remaining half of lecture material is drawn from outside sources, including geographically relevant material from such sources as the BBC, Aljazeera.com (Arab perspective news), chinadaily.com.cn (China perspective news), NDTV.com (India perspective news), other international web sites, CNN, NPR, PBS, international print news sources, and current books of relevance (e.g. Guns, Germs, and Steel by Jared Diamond, The World is Flat by Thomas Friedman, Powerful Times by Eamonn Kelly). The instructor explains that collecting diverse information is crucial to establishing a firm and rich context from which to make informed decisions not only about global issues, but about personal issues as well.

In a similar manner, students are encouraged to develop the habit of gathering information from diverse sources beyond the standard American-perspective websites, newspapers, magazines, and broadcast networks. They are encouraged in the class to discuss, critique and integrate this diverse material into coherent and defensible geographic statements that enable them to make informed decisions about specific issues. As well, they are encouraged to develop an independent-minded, ongoing interest in global geographic developments and trends, and an enthusiasm for applying knowledge gleaned from global sources in everyday decision-making.

5b. Methods of Evaluation:

To encourage students to develop the habit of gathering information from diverse sources beyond the standard American-perspective media -- class lectures and discussions are amplified on a daily basis by student-researched and presented material from a multiplicity of international sources.

For example, student-researched material takes the form of an oral "article presentation and analysis" assignment delivered by each student to the class as a whole. The assignment involves the gathering of diverse and credible news information from international internet, print, and broadcast sources – information upon which the students can make personally and professionally relevant and balanced decisions. During the oral presentation, each student summarizes a documented international news report to the class, detailing a significant global geographic development outside the United States. This summary is followed by a thorough analysis of the types of geography expressed in the article, as well as an analysis of the potential impact of this news on decisions in the student's life, the lives of family members, friends, or other people important to the student. (As an illustration, the NDTV article "India favoured destination for medical tourism" deals with both medical geography and economic geography. It outlines high quality and low cost medical treatment options available in India: "If done privately in England, the [double heart bypass] surgery would have cost between 17,000 to 19,000 pounds. Instead of which, Marshall has spent less than 5,000 pounds – including the costs of air travel." If a student's poorly-insured family member or friend needed such surgery, knowledge of the India option could be invaluable.)

8. Attach a syllabus (1-inch margins and 10-12 pt. font). The syllabus must include the rationale from #6 above and clearly reflect the outcomes and methods detailed in #7 above.

Please submit all materials in electronic form.

Action of the Department/College

1. Department

Vote of department faculty: For _____ Against _____ Abstentions _____

Department Head

Date

2. College

College Dean

Date

Action of General Education Advisory Committee

Vote of General Education Committee: For _____ Against _____ Abstentions _____

Chairperson, General Education Advisory Committee

Date

Approval

Associate Vice-President for Undergraduate Studies and Curriculum

Date

SYLLABUS

GEOG 110: World Regions

RATIONALE:

GEOG 110 World Regions is designed to increase global awareness by systematically examining major world geographic regions and key places therein -- including absolute and relative locations*, physical and human characteristics, and interrelationships within the global community. The course:

- 1) explores how culture and experience influence people's perceptions and regions,
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- 5) illustrates balanced regional and global decision-making toward overall human development.

The course emphasizes that virtually all geographic areas of the globe are increasingly interrelated in their effects upon one another. It emphasizes that to be a tolerant global citizen, one must be aware of the weak as well as the strong points of one's own cultural, political and economic realities in the context of global diversity.

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(*) see Appendix A of GEOG 110 syllabus for required global place locations.

OUTLINE OF THE CONTENT TO BE COVERED:

Unit 1) Introduction to World Geography

- **LECTURE:** global context of material vs. non-material have and have-nots
- **GLOBAL CONTEXT DISCUSSION:** *Even though we have it pretty good as Americans, what are both the moral and pragmatic needs for balanced human development globally? Of what use is it to work for cooperation in the division, control, and distribution of the earth's resources?*
- **LECTURE:** key geographic concepts, including location, distance, direction, and movement
- **LECTURE:** key geographic concepts, including culture, culture hearths
- **GLOBAL CONTEXT DISCUSSION:** *If all human beings are more alike than they are different, how do we reconcile this with a definition of culture as "the shared reality of a group"?*
- **LECTURE:** key geographic concepts, including realms/regions, globalization/localization, and supranationalism/devolution
- **GLOBAL CONTEXT DISCUSSION:** *How do regions help us make sense out of earth's complexity? From an everyday perspective, how do regions help us make sense out of our houses? How do regions help us make sense out of our bodies?*

- LECTURE: the earth as a changing human and physical stage
- GLOBAL CONTEXT DISCUSSION: ***How are the opposing forces of globalization and localization affecting your life now? How might they affect your life in the future? (refer to the book The Lexus and The Olive Tree.)***

Unit 2) European Realm

- STUDENT ARTICLE PRESENTATIONS AND ANALYSES
- LECTURE: spatial view of the globe: key place locations
- LECTURE: geographic gifts of cultural and natural diversity
- LECTURE: proximity to the sea begot navigational skills begot platform for colonialism
- LECTURE: colonization as the first globalization
- GLOBAL CONTEXT DISCUSSION: ***Why do you think the political geographic forces of supranationalism (e.g. the European Union) and devolution (e.g. the breakup of Yugoslavia) often occur concurrently in the same world realm?***
- LECTURE: inter-twined evolutions of democracy and slavery in Europe
- GLOBAL CONTEXT DISCUSSION: ***What do you think of the statement: "the democratic ideals in ancient Greece were underpinned by slavery"? What possible connection could there be between the words "slave" and "Slav"? To what extent are the more democratic regions of the world today economically dependent on the less democratic regions?***
- LECTURE: the development of slavery and terrorism within Europe
- GLOBAL CONTEXT DISCUSSION: ***Did you know that "modern terrorism", including the use of car bombs, was practiced in Northern Ireland four decades ago? What similarities might exist between the old Irish Republican Army and Al Kaida?***
- LECTURE: contemporary and historic Islamic influences within Europe

Unit 3) Russian Realm

- STUDENT ARTICLE PRESENTATIONS AND ANALYSES
- LECTURE: spatial view of the globe: key place locations
- LECTURE: vastness and harshness of the physical environment
- LECTURE: origins and complexity of a of Eurasian heritage
- GLOBAL CONTEXT DISCUSSION: ***Russia is a truly Eurasian country. Which elements of the Russian culture can be traced to Europe; which can be traced to Asia? Is Russia merely a cultural blending of Europe and Asia, or is it a genetic blending as well?***
- the unique Russian cultural reality
- despotism, tsarism, communism, and a unique form of democracy
- GLOBAL CONTEXT DISCUSSION: ***Based on its cultural heritage, will Russia's eventual form of democracy resemble more that of the United States or that of India? If the latter, then what common elements does the Russian culture share with other Asian cultures?***
- LECTURE: prognosis for the survival of the Russian Federation

Unit 4) North American Realm

- STUDENT ARTICLE PRESENTATIONS AND ANALYSES
- LECTURE: spatial view of the globe: key place locations
- LECTURE: the unique and diverse physical geographic stage
- LECTURE: ongoing cultural diffusion, conflicts, and influences from the native peoples, African Americans, and virtually all immigrant groups
- GLOBAL CONTEXT DISCUSSION: ***What are the key elements of the American cultural reality (pre & post 9-11)? Where did the key elements of the American culture come from? To what extent did these key cultural elements come from the Native Americans? To what extent did these key cultural elements "migrate" here, and from where? How might the climate of fear pervading the U.S. since 9-11 set the stage for ethnic and religious intolerance, most notably directed toward Arabs and Muslims?***
- LECTURE: contemporary cultural reality contrasts between the United States and Canada

- GLOBAL CONTEXT DISCUSSION: *If the modern American cultural emphasizes competitiveness, extroversion, individualism, and materialism-- what might a culture be like that is introverted, homogeneous, and less-materially-driven? Do such cultures as the later exist? If so, where?*
- LECTURE: evolving North American functional regions and their "capitals"
- LECTURE: the evolving place of the United States on the world stage

Unit 5) Middle American Realm

- STUDENT ARTICLE PRESENTATIONS AND ANALYSES
- LECTURE: spatial view of the globe: key place locations
- LECTURE: mainland, rimland, and environmental hazards
- LECTURE: an appreciation of the Meso-American culture hearth
- GLOBAL CONTEXT DISCUSSION: *Why are the contributions of the Meso-American culture hearth (e.g. a calendar more accurate than the one we use today) largely ignored in American education? Is the global scenario outlined in the book Guns, Germs, and Steel still in place today?*
- LECTURE: colonial legacies, haciendas and native peoples, plantations and slave labor
- LECTURE: diverse contemporary cultural, political, and economic situation in Central America contrasted with the Caribbean Islands
- LECTURE: NAFTA, maquiladoras, and the growing strength of Mexico
- GLOBAL CONTEXT DISCUSSION: *It can be said that NAFTA is causing a redistribution of wealth in the Western Hemisphere? In what ways is this a positive thing? In what ways is it a negative thing?*

Unit 6) South American Realm

- STUDENT ARTICLE PRESENTATIONS AND ANALYSES
- LECTURE: spatial view of the globe: key place locations
- LECTURE: continental diversity from tropical rain forests to pampas, deserts, and glaciers
- LECTURE: an appreciation of the Andean culture hearth
- GLOBAL CONTEXT DISCUSSION: *If the Inca Empire ruled 25 million subjects and had as many miles of all-weather paved roads as the Roman Empire, why is this not taught in many American schools? How does this relate to the western-and-northern Euro-centrism of current American culture? From a settlement geography standpoint, why is Andean South America heavily in its cultural and genetic makeup, whereas Caribbean South America is a of African and European cultures and genetics?*
- LECTURE: native, Iberian, African, and other cultural influences
- GLOBAL CONTEXT DISCUSSION: *What impact might the new indigenous leadership of Bolivia have on the United States? What impact might the political/economic geographic alliance between Venezuela, Cuba, and Bolivia have on the United States? Are these potentially positive developments for the larger global community?*
- LECTURE: biological and medical significance of the world's tropical rain forests
- LECTURE: massive urbanization without concomitant industrialization

native
blend

Unit 7) Sub-Saharan African Realm

- STUDENT ARTICLE PRESENTATIONS AND ANALYSES
- LECTURE: spatial view of the globe: key place locations
- LECTURE: ongoing physical geographic processes
- LECTURE: losses in the Congo Basin Tropical rain forest
- LECTURE: an appreciation of the West African culture hearth
- LECTURE: lasting social, political, and economic impacts of slavery and colonization
- GLOBAL CONTEXT DISCUSSION: *What caused the massacre of 500,000 people in the Rwandan Hutu-Tutsi conflicts of the 1990's? Was this intolerance introduced by the European colonizers, or was there some inter-tribal conflict before colonization? How did the native African concept of slavery differ from the European concept of slavery? Does slavery exist anywhere today other than in Africa's Sudan? If so, where and why?*

- LECTURE: medical geographic pandemic of HIV/AIDS
 - GLOBAL CONTEXT DISCUSSION: ***Most people have compassion for the suffering caused by Africa's AIDS pandemic. However, are there other medical geographic reasons why the global community should help Africa with the pandemic?***
- pragmatic cope
- LECTURE: the African Union and its growing impact

Unit 8) North Africa and Southwest Asian Realm

- STUDENT ARTICLE PRESENTATIONS AND ANALYSES
- LECTURE: spatial view of the globe: key place locations
- LECTURE: an appreciation of the Mesopotamian and Egyptian culture hearths
- LECTURE: the Abrahamic religions (concepts of Original Sin and heaven, active petitionary prayer)
- LECTURE: contribution of Muslim scholars to world knowledge
- LECTURE: contrasting contemporary religious, ethnic, and political realities
- GLOBAL CONTEXT DISCUSSION: ***Why are the Israeli Palestinians and the Iraqi Kurds called "stateless nations"? Why do the Kurds and Palestinians want a "place" of their own? What would be the political geographic consequences if northern Iraq were to declare itself an independent, sovereign Kurdistan?***
- LECTURE: the intertwined legacies of oil, terrorism, and geopolitics
- GLOBAL CONTEXT DISCUSSION: ***Engineers from which country discovered the huge oil reserves in Arabia for the Saudi family in the 1930s? If the majority of 9/11 hijackers were Saudis, why do we maintain such close relations with Saudi Arabia? Have you heard of the book Sleeping with the Devil? To what extent is the author's metaphor accurate?***

Unit 9) South Asian Realm

- STUDENT ARTICLE PRESENTATIONS AND ANALYSES
- LECTURE: spatial view of the globe: key place locations
- LECTURE: topographic and climatic contrasts
- LECTURE: an appreciation of the Indus Valley and Ganges Delta culture hearths
- LECTURE: Hinduism and Buddhism (no concept of Original Sin, "heaven is now", inward meditation toward "No-thingness")
- LECTURE: ongoing political, religious, and cultural conflicts
- GLOBAL CONTEXT DISCUSSION: ***How do we reconcile the great work of Gandhi toward tolerance in India with the tribalistic and culturally-condoned honor killings of women in Pakistan?***
- LECTURE: population issues and evolving political scenarios
- LECTURE: the evolving Pakistani-Indian relationship
- LECTURE: India as an emerging global power
- GLOBAL CONTEXT DISCUSSION: ***How does India's industrialization explain the facts that the world price of petroleum likely never again fall below \$50 per barrel? How will India's information technology advances not only encourage the U.S. trend toward outsourcing jobs there, but also provide American college students with increasingly fierce competition for positions? Have you read the book The World Is Flat?***

Unit 10) East Asian Realm

- STUDENT ARTICLE PRESENTATIONS AND ANALYSES
- LECTURE: spatial view of the globe: key place locations
- LECTURE: environmental diversity and relative location in the global land hemisphere
- LECTURE: an appreciation of the Wei-Huang Rivers culture hearth
- LECTURE: the cultural legacies of Taoism, Confucianism, and Buddhism
- GLOBAL CONTEXT DISCUSSION: ***Even though many traditional Chinese blended Taoism, Confucianism, and Buddhism in their worship practice, and 50 years of communism have discouraged any religion, why is it virtually impossible to extract Taoism, Confucianism, and Buddhism from the modern Chinese culture?***

- LECTURE: ethnic diversity and ongoing conflicts
- LECTURE: the global cultural, economic and political influences of the Pacific Rim

- GLOBAL CONTEXT DISCUSSION: *Have you heard about the Geely? What about the Lenovo? In the coming decades, the Geely may provide headaches for General Motors and Ford. IBM has already seen the future, and is joint-venturing with Lenovo to mass produce high quality PCs. If you haven't read The World Is Flat, you are in for some potentially unpleasant surprises.*
- LECTURE: the evolving place of Japan on the world stage
- LECTURE: surpassing Japan, China as an emerging socialist superpower
- GLOBAL CONTEXT DISCUSSION: *How can a totalitarian communist country be so open to free market capitalism? From an economic geographic standpoint, are there other countries that have this mix? Why might the Chinese people never have the same type of representative democracy, nor the same emphasis on individual rights, that we have in the United States?*

Unit 11) Southeast Asian Realm

- STUDENT ARTICLE PRESENTATIONS AND ANALYSES
- LECTURE: spatial view of the globe: key place locations
- LECTURE: peninsular and island influences
- GLOBAL CONTEXT DISCUSSION: *What are the physical and human geographic reasons that Indonesia and Thailand suffered so in the 2004 tsunami? Are conditions right for this to happen again? The world's largest metropolitan area (Tokyo-Yokohama) is also located directly above the convergence of three tectonic plates. From both economic and political geographic standpoints, how might a major Tokyo earthquake affect global economics and politics?*
- LECTURE: relative location and the ease of conquest/colonization
- LECTURE: legacies of the Vietnam War and the American embargo
- GLOBAL CONTEXT DISCUSSION: *In the Vietnam War, the U.S. lost 58,000 and the Vietnamese lost 2-3,000,000. For 25 years, our economic blockade further punished Vietnam. How does cultural geography explain the fact that the Vietnamese people harbor so little animosity toward the Americans today?*
- LECTURE: localization issues in Thailand and Indonesia
- LECTURE: Singapore as a free-market yet authoritarian role model to China

Unit 12) Austral Realm

- STUDENT ARTICLE PRESENTATIONS AND ANALYSES
- LECTURE: spatial view of the globe: key place locations
- LECTURE: coastal rimland environments of both Australia and New Zealand
- LECTURE: the effects of geographic isolation on humans and other animal species
- GLOBAL CONTEXT DISCUSSION: *From a biogeographic point of view, why did the introduction of European deer and rabbits devastate the Australian ecosystem? What cultural motivation was there for the introduction of European deer and rabbits in the first place? Are there any "rabbit epidemics" today?*
- LECTURE: Australian Aboriginal and Maori land and cultural identity claims
- Australia as potentially a "newly declining" country economically
- GLOBAL CONTEXT DISCUSSION: *How can you have something called a "newly declining" country? With Japan as Australia's major trading partner, how can Australia be declining on the economic global stage?*
- LECTURE: the Asianization of the realm

Unit 13) Pacific Realm

- STUDENT ARTICLE PRESENTATIONS AND ANALYSES
- LECTURE: spatial view of the globe: key place locations
- LECTURE: oceanic environmental influences

- LECTURE: migration and ethnic blending patterns, historic and contemporary
- GLOBAL CONTEXT DISCUSSION: *From historic, cultural, and population geographic standpoints, how could the early Polynesians have navigated thousands of miles in open outriggers on the open sea and "find" tiny islands to populate?*
- LECTURE: tourism often viewed as neo-colonialism
- LECTURE: economic development via Exclusive Economic Zones
- GLOBAL CONTEXT DISCUSSION: *Why is tourism considered "neo-colonialism" by many Pacific island peoples? Beyond tourism, and from the standpoint of economic geography, how can tiny islands in the middle of an ocean achieve any form of economic development when their land resources are so scarce?*
- LECTURE: the effects of global warming on the survival of people and cultures

ASSESSMENT

a) Each unit's lecture material and place locations are amplified by topic-specific Global Context Discussions facilitated by the instructor. The instructor draws upon international and interdisciplinary sources to provide background material for each discussion. The discussion then begins with a provocative and/or challenging *question* from the instructor. (*A variety of sample questions appear in the attached Syllabus. Individual course instructors will tailor their own individual questions.*) Students are encouraged to express their personal and professional views, and to defend those views through reasoned discourse. A discussion summary statement is produced by the instructor for the class. Students are then tested for their understanding of the summary statements, and for their grasp of the regular lecture material and place locations on **three to five exams** (depending on the instructor). The exams collectively account for 75 of the 100 course points. These exams are multiple choice, true/false, and also test the ability to identify key place locations (Appendix A) on a world map.

b) Students are also urged to view the United States within the balanced context of the global stage. This balanced context is accomplished by amplifying the class lectures and discussions by student-researched material from diverse news media and internet sources. This student-researched material takes the form of an **"article presentation and analysis" assignment** (15 course points). The assignment encourages the gathering of diverse and credible information upon which to make personally and professionally relevant decisions. Each student is required to orally summarize a documented news report to the class, outlining a significant global geographic development. This is followed by an analysis of the types of geography involved in the article, and an explanation of the potential impact on the student's life, the lives of family members, friends, or other people important to the student. The full assignment sheet is attached as Appendix B, but basics of the rubric include:

- 3 points for keeping within the 5-to-7 minute length requirement,
- 1 point for an adequate summary/citation of the article
- 4 points for citing the specific type or types of geography that the article represents (e.g. landforms and biogeography; e.g. water forms and cultural geography; e.g. political, economic and historical geography; and so on)
- 4 points for a thorough analysis of the development's potential impact on you or significant others,
- 1 point for making the presentation interesting to/involving of the class,
- 1 point for showing the development's location on a map, and
- 1 point for turning in a photocopy of the article.

c) Finally, students are encouraged to develop an ongoing interest in the diversity of cultural realities around the globe, and to encourage students to examine these cultural perspectives in contrast to their own. Toward this end, **two brief written assignments** (250 words each, accounting for 5 course points each) are required based on a current news article from an international website:

<http://news.bbc.co.uk> (British),

<http://english.aljazeera.net/HomePage> (Arab world),
<http://www.ndtv.com/morenews/international.asp> (India), and
<http://www.chinadaily.com.cn/world> (China).

For the first written assignment, students search the designated websites to find an article expressing a cultural perspective with which they strongly disagree. They need to clearly state and analyze their disagreement in writing, indicating to what degree they felt that cultural perspectives were at the root of their disagreement. For the second written assignment, students search the designated websites to find an article outlining a cultural perspective from which they learn something totally new, and potentially useful, if applied in their own lives. They need to clearly and specifically state what they learned from that other cultural perspective, and precisely how this insight might be used in their life. Both written assignments are assessed on the accuracy and clarity of expression of the geographic issues involved, according to the following rubric:

- 1) Give the title and citation of the article you have chosen and summarize the article in 50 words or less.
- 2) In the remaining (approximately) 200 words:
Assignment #1 -- state specifically and convincingly why you disagree with the cultural perspective of the article.
Assignment #2 -- state specifically what totally new cultural perspective you learned, and explain how this new knowledge might be applied in your life.

Up to 4 points can be earned for the accuracy and clarity of your statements, and up to 1 point for the proper use of grammar, spelling and punctuation.

GRADING: The course is based on 100 points. Total point accumulated will result in the following grades:
90-100 = [A-, A]; 80-89 = [B-, B, B+]; 70-79 [C-, C, C+]; 60-69 [D-, D, D+]; below 60 [E].

ADDITIONAL COURSE POLICIES:

Attendance. Regular class attendance and prompt arrival (excepting emergencies) is expected. Attendance is very important -- because questions for all exams will be based on our class discussion notes. If you need to miss a class session, be sure to arrange to get the notes for that session from another student. Make-up exams and presentations will be allowed only for documented emergencies, and not for late registration. Exams missed for documented emergencies must be taken within seven calendar days of the original exam date.

Plagiarism and Cheating. Any student found copying work from another student or from a written or oral source without giving credit will be subject to possible probation, suspension, or dismissal from the university. All students are expected to do their own work at all times. Any information derived from published sources must be given full credit by means of footnotes or similar citations. The instructor will issue a grade of zero on any assignment that involves cheating or plagiarism and will turn the student over to the Dean of Students for further disciplinary action.

Classroom Conduct

Students are expected to abide by the Student Conduct Code and assist in creating an environment that is conducive to learning and protects the rights of all members of the University community. Incivility and disruptive behavior will not be tolerated and may result in a request to leave class and referral to the *Office of Student Judicial Services (SJS)* for discipline. Examples of inappropriate classroom conduct include repeatedly arriving late to class, using a cellular telephone, or talking while others are speaking. You may access the Code online at www.emich.edu/sjs.

APPENDIX A

GEOG 110 – WORLD REGIONS Required Place Locations

European Realm

Alps
Athens, Greece
Baltic Sea
Berlin, Germany
Black Sea
Budapest, Hungary
Copenhagen, Denmark
Crimea
Danube River
Dublin, Ireland

Kiev, Ukraine
London, England
Madrid, Spain
Mediterranean Sea
Minsk, Belarus
North Sea
Paris, France
Po River
Rhine River
Rome, Italy

Seine River
Sicily
Stockholm, Sweden
Thames River
Tirane, Albania
Vienna, Austria
Warsaw, Poland
Yugoslavia
Zagreb, Croatia

Russian Realm

Russian Realm
Armenia
Caspian Sea
Georgia
Kaliningrad

Kamchatka Peninsula
Lake Baykal
Moscow, Russia
Novosibirsk, Russia
St. Petersburg, Russia

Ural Mountains
Vladivostok, Russia
Volga River

North American Realm

All five of the Great Lakes
Appalachian Mountains
Chicago, Illinois
Dallas, Texas
Denver, Colorado
Edmonton, Alberta
Gulf of Mexico

Halifax, Nova Scotia
Hudson Bay
Los Angeles, California
Miami, Florida
Mississippi River
Missouri River
Montreal, Quebec

Ottawa, Ontario
Rocky Mountains
Seattle, Washington
Toronto, Ontario
Vancouver, British Columbia
Washington, D.C.
Winnipeg, Manitoba

Middle American Realm

Baja California
Caribbean Sea
Ciudad Juarez, Mexico
Havana, Cuba

Managua, Nicaragua
Mexico City, Mexico
Monterrey, Mexico
Panama City, Panama

Port-au-Prince, Haiti
San Jose, Costa Rica
San Juan, Puerto Rico
Yucatan Peninsula

South American Realm

Amazon River
Andes Mountains
Bogotá, Columbia
Brasilia, Brazil

Buenos Aires, Argentina
Caracas, Venezuela
Galapagos Islands (Ecuador)
Lima, Peru

Rio de Janeiro, Brazil
Santiago, Chile
Sao Paulo, Brazil
Tierra del Fuego

SubSarahan African Realm

Addis Ababa, Ethiopia
Dakar, Senegal
Indian Ocean
Johannesburg, South Africa
Khartoum, Sudan

Kinshasa, Democratic
Republic of Congo
Lagos, Nigeria
Lake Victoria
Madagascar

Mogadishu, Somalia
Monrovia, Liberia
Nairobi, Kenya

North Africa and Southwest Asia

Arabian Sea
Astana, Kazakhstan
Baghdad, Iraq
Cairo, Egypt
Casablanca, Morocco
Istanbul, Turkey

Jerusalem, Israel
Kabul, Afghanistan
Mecca, Saudi Arabia
Nile River
Persian Gulf
Red Sea

Riyadh, Saudi Arabia
Suez Canal
Tehran, Iran
Tripoli, Libya

South Asian Realm

Bay of Bengal
Bombay (Mumbai), India
Calcutta (Kolkata), India
Colombo, Sri Lanka

Delhi, India
Dhaka, Bangladesh
Ganges River
Indus River

Islamabad, Pakistan
Jammu and Kashmir
Karachi, Pakistan
Kathmandu, Nepal

East Asian Realm

Beijing, China
East China Sea
Guangzhou, China
Kyoto, Japan
Lhasa, Xizang (Tibet)
Pyongyang, North Korea
Sapporo, Japan

Sea of Japan
Seoul, South Korea
Shanghai, China
Taipei, Taiwan
Tokyo, Japan
Ulaanbaatar, Mongolia
Wei-Huang Rivers

Xian, China
Xianggang, China (Hong Kong)
Xinjiang
Yellow Sea

Southeast Asian Realm

Bangkok, Thailand
Gulf of Thailand
Hanoi, Vietnam
Ho Chi Minh City, Vietnam
Jakarta, Indonesia

Kuala Lumpur, Malaysia
Manilla, Philippines
Phnom Penh, Cambodia
Singapore
South China Sea

Viangchan, Laos
Yangon, Myanmar (Rangoon, Burma)

Austral Realm

Adelaide, Australia
Auckland, New Zealand
Brisbane, Australia
Canberra, Australia

Christchurch, New Zealand
Darwin, Australia
Melbourne, Australia
Perth, Australia

Sydney, Australia
Tasmania

Pacific Realm

American Samoa (U.S.)
Easter Island (Chile)
Fiji
Guam (U.S.)

Hawaiian Islands (U.S.)
Irian Jaya (Indonesia)
Midway Islands (U.S.)
New Caledonia (France)

Papua New Guinea
Tahiti (France)

APPENDIX B
Article Presentation and Analysis
Assignment Sheet

Each class member needs to deliver a 5-to-7 minute, well-organized and prepared, presentation and analysis to the class **based on an article** outlining a significant recent development in an area of the world outside the United States.

Spend a maximum of two minutes summarizing the article and citing where it appeared. Then, spend the remainder of your time explaining the **types of geography involved** in the article **AND** discussing the significant development's **potential impact on decisions in your life**, the lives of family members, friends, or other people who are important to you. This presentation and analysis will be worth a maximum of **15 points**:

- 3** points for keeping within the 5-to-7 minute length requirement,
- 1** point for an adequate summary/citation of the article
- 4** points for citing the specific type or **types of geography** that the article represents (e.g. landforms and biogeography; e.g. water forms and cultural geography; e.g. political, economic and historical geography; and so on)
- 4** points for a thorough analysis of the development's **potential impact on decisions made by you** or significant others,
- 1** point for making your presentation interesting to/involving of the class,
- 1** point for showing the development's location on a map, and
- 1** point for turning in a photocopy of the article.

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- PLEASE NOTE:**
- a) Late presentations, unless a health or emergency reason is given, will lose one point for each calendar day late.
 - b) While the minimum length is 5 minutes, the absolute maximum length of the presentation is 8 minutes. If you go beyond the 8 minute limit, points will be subtracted from your score.
 - c) Please do not read the article to the class. Also, do not read your presentation from notes. Minor prompts are O.K.